

Staff empowerment

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Abstract

The present study has investigated the relationship between organizational learning and staff empowerment in North Khorasan teachers' campus (Farhangian e pardishayekhorasan e shomali University: T.M.E.B.). In this study, which has been done using a descriptive method of correlation type, the Statistical Population was staff of Imam Muhammad Baqir Educators University. Statistical sample of 49 people was specified by a census method. Two standard questionnaires have been used for data collection from statistical society members, which are as follows: Nyf organizational learning and Spritzer empowerment. According to the test, Cronbach's alpha coefficient value for the organizational learning (OL) questionnaire was 0.871 and for the empowerment questionnaire was 0.938. Meanwhile, the relationship between competence development and staff empowerment is more relevant than any other aspect and it indicates that the competence development has a greater impact on staff empowerment than other aspects. The relationship between organizational structure and employees' empowerment has the least value, as compared to other aspects which show its less effectiveness. The next thing that will lower the effectiveness of this aspect is that the organizational structure is not flexible enough to empower staff and make the necessary changes. The link absence between knowledge sharing and empowering, also is a signal showing that managers and staff are ignoring the importance of sharing knowledge. Consequently, this university should make efforts to provide educational tools for organizational learning so as to be able to increase efficiency and productivity and succeed in their organization by staff empowering.

Keywords: Empowerment, North Khorasan teachers' campus, organizational learning, learning.

Introduction

The world is changing rapidly; the speed of changes in the present era is more than any other period in human history. Organizations and societies have to change according to the world changes, not only for survival but also to achieve excellence. Organizations and communities that may not have the appropriate changing power will be weakened or destroyed comparing to similar communities. Those groups that can explore and discover, learn and apply the appropriate changes in their life, are successful and progressive. The ability to learn and explore and implement appropriate changes is a key factor and an important feature for excellence in today's changing world. Indeed, learning ability for creating change is one of the most important key features that human community can have in today's competitive world (Bontis, 2004). But the key point is that organizations must learn how to generate new knowledge. Survival and growth of the organization in this changing world requires the ability to respond on time and appropriately in this continuously changing environment. Only environmental organizations that focus and stress on organizational learning can predict necessities and environmental changes in time and survive in this constantly changing environment (Bouladee, Kooshki, Jahromi, Sattarinasab, 2011). Foil and Liles (1985) stated for clarification of the concept of organizational learning that in organizational learning, one transforms the organization into a knowledge based association that is able to observe their actions, explore the effects of their actions, and reform them to improve the functioning of the organization. According to Garvin's opinion (1993), the organization requires skills for using new thoughts in improving organizational performance and converting them into practical applications that include_ prob-

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lem solving, gaining experience and learning the history of their experiences, and transfer or performance. Organizational learning term apparently refers to individual learning in the organization, but organizational learning mostly refers to the training and development of mental models. Organizational learning happens when the Group learns to communicate, share its knowledge, and act within a group, so that the combined group capacity increases and they are able to increase their understanding of the have the efficient operation (Gangne and Desi, 2005). Organizational learning is a process that enables organizations to adapt themselves quickly to the changes. This process involves new knowledge, skills, and behaviors development. And by sharing the functional and collaborative learning, empowerment happens. Results of these two rules are creating a culture of learning and this culture is shared among all employees (Hung, Yang, Lien, Mclean, Kuo, 2010). The knowledge that enters through the gate of organizational learning into an organization is extended in all components of the staff. And hence the effectiveness domain of organizational learning can be known to be based on human resources and also on structural and relational capital (Khanalizadeh, Kordnayych, Fani, and Mesh, 2010).

Organizational learning aspects from Neef's point of view are as follows:

Organizational Learning Culture: When members of each society, organization, or group try to adapt themselves to external environment and solve the problems of internal integration, they are learning unconsciously. Because they are not only different in ways of being theorists, learning, and problem solving, but also, one can say that from different perspectives, they have similar fundamental processes.

Team work and group learning: It is emphasized on organization staff alignment in team work and group learning to avoid energy waste.

Sharing knowledge: knowledge transfer and distribution, organizational and technological data transmission, covers information and knowledge.

Shared Leadership: Shared leadership outcome is a sense of partnership in staff. The consequence of such an effort is that employees feel they are needed, they are a good help, and their being is useful.

Staff competencies development competencies: In human resource literature, it is a set of knowledge, skills, measurable and observable behavior that has contributed to the success of a job and

is visible in an organizational position. (Joo, and Shim, 2010)

The importance of the human factor and its unique role as a strategic source and designer in a corporate has a place far greater than before. It has been previously thought that it was not like this, but now, it is remembered in modern organizational thinking as the main source of advanced enterprise agency and the most valuable asset. Thus today, organizations try to achieve efficiency, profitability, flexibility, adaptability, preparedness for future, and being successful to survive through sophisticated global human resources and other useful competitive activities (Mostafapour, Golabi, and Khadijeh, 2012). On the other hand, globalization, technological innovations, knowledge based economics, and creating an intense competitive environment, cause accelerating changes in business environments that already has initiated more complex challenging jobs. So human resources must be flexible, entrepreneur, responsible, and willing for creativity and freedom as business owner (Nagvi, 2011). Empowerment means to give authority to the staff. It means to help them revive their confidence, overcome their inability feelings, and have inspiration and passion to perform their activities (Naveed Akhtar, and Rasheed Ahmed Khan Bahaudin, 2013).

Thomas Volt Haas (1990) knows psychological empowerment as a process for increasing job intrinsic motivation which includes 4 domains_ cognitive, perceived competence (the degree to which one can do a job efficiently and successfully), a sense of independence (empowered people feel that they are independent to fulfill the tasks), perceived effectiveness feeling (These efficient people feel that they have an important role in an organization to achieve its goals) feeling of being meaningful (i.e. having valuable career goals and the person's internal interest to his/her job)(Petrera, De Weerd-Nedrhof, Pacitti, Jorge, Da Silver Gomes and Alan, Pearson, 2002) This way, the purpose to empower human resource, is to use the potential human capacities to develop organizational added value, revive self-confidence feeling, and overcome disabilities and hopelessness. In other words, empowerment objective is to offer the best interests of any of the intellectuals functioning in the organization. The process of empowerment is not something that can be done diligently, just to accomplish the obliged task. Primarily, the service that you provide to the customer is to be improved. It is important

to know that the defined duties are different with empowerment. This means that individuals take the responsibility for their decisions (Morris, and Will Graham, 2000).

The main hypothesis between organizational learning and staff empowerment of KhorasanParadis teachers' campus.

Sub- Assumptions

- There is a relationship between the shared vision and staff empowerment of North Khorasan teachers' university.
- There is a relationship between the organizational culture and staff empowerment of North Khorasan teachers' university.
- There is a relationship between teamwork and learning and staff empowerment of North Khorasan teachers' university.
- There is a relationship between knowledge sharing and staff empowerment of North Khorasan teachers' university.
- There is a relationship between shared leadership and staff empowerment of North Khorasan teachers' university.
- There is a relationship between staff competency development and staff empowerment of North Khorasan teachers' university.
- There is a relationship between organizational structure and staff empowerment of North Khorasan teachers' university.

Research measuring instruments and methods

This type of research is applied from objective viewpoint and is descriptive with correlation type, from data collection viewpoint. In this study, all staff at the Imam Muhammad Baqir university campus is among the statistical society and population which are equal to 62 people. A population sample was selected from the total statistical society for 62 people and finally 49 questionnaires were collected. Methods of data collection can be generally divided into two Library and field method. Questionnaire is the most important tool for information collection in this research. Two questionnaires which were used for preparing a new questionnaire include Nyf et al. organizational learning and Spritz empowerment questionnaires. Considering that the questions are standard in this research questionnaire and introduce the qualities that the researcher intends to measure, one can say that in fact, this test has content validity and the validity

of the test has been approved by experts, university professor advisors, and others. In this study, we analyzed data from questionnaires by using 20SPSS Lisrel software. Here, the Cronbach's alpha coefficient for the scale was calculated as 0.871 for organizational learning questionnaire and 0.938 for empowerment questionnaire.

Research findings

The main hypothesis of the research: There is a significant meaningful relationship between organizational learning and staff empowering of North Khorasan University.

Table 1. Results of Pearson correlation tests for the main hypothesis

Empowerment	Variable
0.605	Correlation
0.00	significance level
49	Number

Table 1 shows that the relationship between organizational learning and empowerment is equal to 0.605, which is calculated with respect to the significance level which is estimated to be equal to 0.00 and in the confidence level of 0.95 percent; it could be argued that the null hypothesis is rejected and its controversial is confirmed, Therefore, the hypothesis H1 is accepted. As a result, there is a meaningful relationship between organizational learning and cultural empowerment at North Khorasan University. Organizational learning will lead to staff capability and capacity increase.

Table2. Results of Pearson correlation test for the first hypothesis

Empowerment	Variable
***0.501	Correlation
0.00	significance level
49	Number

The first hypothesis deals with the relationship between shared vision and empowerment. Results of Table 2 shows that the correlation between shared vision and empowering is equal to 0.501 and with regards to the estimated significance level of 0.00 and a confidence level of 0.95, one can claim that the null hypothesis is rejected and its controversial

is confirmed. It means that, the hypothesis H1 is accepted. Consequently, there is a significant relationship between shared vision and empowerment, i.e., staff empowerment increases with a shared vision.

Table 3. Results of Pearson correlation test for the second hypothesis

Empowerment	Variable		
***0.372	Correlation		
0.00	significance level	Organizational culture	The second hypothesis
49	Number		

The second hypothesis investigates the relationship between organizational culture and empowerment that deals with the results of Table 3. It suggests that the correlation between organizational culture and empowerment is equal to 0.372, and considering the significance level which is estimated to be equal to 0.00 and in the confidence level of 0.95 percent, it could be argued that the null hypothesis is rejected and its controversial is confirmed, Therefore, the hypothesis H1 is accepted. Consequently, there is a significant relationship between organizational culture and employee empowerment. Therefore, despite the organizational culture existence, employee empowerment increases.

Table 4. Results of Pearson correlation test for the third hypothesis

Empowerment	Variable		
***0.588	Correlation		
0.00	significance level	Team work and group learning	The third hypothesis
49	Number		

The third hypothesis examines the relationship between team work and group learning and deals with staff empowerment. The results in Table 4 show that the relationship between work and learning, team-work and empowerment, equals to 0.588, in which the significance level is estimated to be equal to 0.00 with the confidence level of 0.95 percent. It can be argued that the null hypothesis is rejected and it is confirmed that it's controversial, the hypothesis H1 is accepted. Consequently, there is a significant relationship between team work and group learning and staff empowerment. Consequently, there is a significant increase in team work and group learning and because of the relationship between team work and

group learning and empowerment; empowerment of employees will increase too.

Table 5. Pearson correlation test results for the fourth hypothesis

Empowerment	Variable		
0.226	Correlation		
0.118	significance level	Knowledge sharing	The fourth hypothesis
49	Number		

The fourth hypothesis examined the relationship between Knowledge Sharing and Empowerment. The results in Table 4 show that the significance level is estimated to be equal to 0.118 of which is the confidence level of 0.95 percent, Therefore, it could be argued that the null hypothesis was accepted and peer rejected becomes the default H0 is accepted. As a result, there is no significant relationship between sharing knowledge and empowering educational Staff, University of North Khorasan.

Table 6. Results of Pearson Correlation Test for the fifth hypothesis

Empowerment	Variable		
***0.412	Correlation		
0.0	significance level	Shared leadership	The fifth hypothesis
49	Number		

The fifth hypothesis studies the relationship between leadership and staff empowerment. Table 6 shows the correlation between leadership and empowerment, which is equal to 0.412. The significance level is estimated to be equal to 0.00 with the confidence level of 0.95 percent. It could be argued that the null hypothesis is rejected and its controversial is confirmed, Therefore, the hypothesis H1 is accepted. Therefore, there is a meaningful relationship between leadership and employee empowerment in an organization and employee empowerment will increase because of shared leadership.

Table 7. Results of Pearson Correlation Test for Hypothesis Six

Empowerment	Variable		
***0.563	Correlation	staff	
0.00	significance level	Eligibility and competence development	The sixth hypothesis
49	Number		

Hypothesis 6 examines the relationship between competency development and staff empowerment. Results of Table 7 shows the correlation between competency development and staff empowerment equals to ± 0.593 . The significance level is estimated to be equal to 0.00 with the confidence level of 0.95 percent. It could be argued that the assumption Zero shows peer rejection and it is confirmed that the hypothesis H1 is accepted. Consequently, there is a significant relationship between the developmental competence of employees and employee empowerment. Thereby with increasing employee competency development in an organization, empowerment will increase.

Table 8. Results of Pearson Correlation Test for Hypothesis Seven

Empowerment	Variable
***0.351	Correlation and connection
0.0	significance level
49	Number
	Organizational structure
	The seventh hypothesis

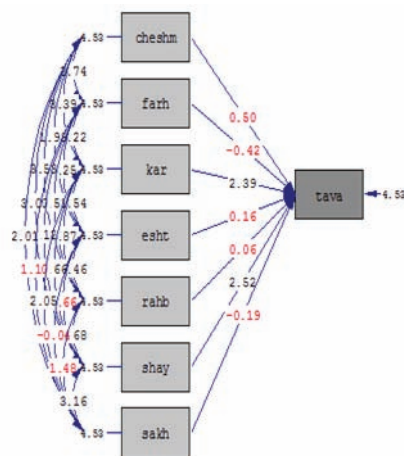


Figure 1. Model of a significant relationship between organizational learning and employee empowerment

Seventh hypothesis investigates the relationship between structure and staff empowerment. Results in Table 8 show the correlation between organizational structure and empowerment is equal to 0.351, and the significance level is estimated to be equal to 0.00. With the confidence level of 0.95 percent, it could be argued that the null hypothesis is rejected and its controversial is confirmed, Therefore, the hypothesis H1 is accepted. Consequently, there is a significant relationship between organization-

al structure and employee empowerment. Consequently, with the appropriate organizational structure existence, personnel strength will increase.

Structural equation modeling technique was used to test the conceptual model, with main assumptions about the statistical program LISREL. Test results of the factor analysis test showed that there is a meaningful relationship between team work and group learning and competence development with empowerment.

Discussion and Conclusion

The results of the study showed that according to the theory of this research, there is a significant relationship between organizational learning and staff empowerment at the University of North Khorasan. These results suggest that empowerment at the university; can lead to a shared vision, organizational culture and team learning, along with leadership, competence development, and organizational structure. Therefore, it is noteworthy that more attention is paid day by day to the empowerment in organizations and the result of such attention is the settlement of more creative staff and their increased efforts toward organizational effectiveness and Therefore, their effective function along with team work will lead to information and knowledge interchange among organization members and their better viewpoints towards present and future issues will lead to more efficiency within the organization. The results of the research hypotheses is similar to Bevedlaee et al. (2011), Senge (2007), Khanalyzadeh et al. (2010), Dastgerdi et al. (2010), Whetten, and Cameron (2004), Navidakhtar et al. (2013), Phang, Kankanhalli, Caizuan (2008), MohamadAli Mustafa Poorgolaby (2012), Schuler and Jackson (2001) and Naqavi (2011). Thus, organizational learning and organizational efficiency and effectiveness are the main factors enabling the organization to consider them, particularly when assessing the strengths and weaknesses of the organization's workforce becomes more apparent and obvious.

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